

## SAMPLE RUBRICS FOR ASSESSING KU CORE EDUCATIONAL GOALS

### Core Goal #6: Gain the ability to integrate knowledge and think creatively.

**Learning Outcome 1:** Upon reaching this goal, students will be able to: *Analyze and combine information from different areas within and across disciplines to approach and explain existing questions and problems from new perspectives, to pose new questions, and to generate new ideas.*

**Learning Outcome 2:** Upon reaching this goal, students will be able to: *Think, react, and work in imaginative ways that produce innovative expressions and original perspectives.*

	<b>Exceeds Expectations</b> <b>4</b>	<b>Expected</b> <b>3</b>	<b>Satisfactory</b> <b>2</b>	<b>Unacceptable</b> <b>1</b>
<b>Acquiring Competencies</b>	Creates and evaluates an entirely new object, solution or idea that is appropriate to the discipline(s)	Adapts and evaluates an exemplar/model of the discipline(s) to his/her own specifications	Reproduces and evaluates an exemplar/model appropriate to the discipline(s)	Fails to comprehend the basic exemplars/models appropriate to the discipline(s)
<b>Connections within/across Disciplines</b>	Independently connects examples, facts, or theories from more than one area within and/or across disciplines.	When prompted, connects examples, facts, or theories from more than one area within and/or across disciplines.	When prompted, presents examples, facts, or theories from more than one area within and/or across disciplines.	Fails to present examples, facts or theories from more than one area within and/or across disciplines.
<b>Transfer</b>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one area to a new area (within and/or across disciplines) to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one area in a new area (within and/or across disciplines) to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one area in a new area (within and/or across disciplines).	Unable to use skills, abilities, theories or methodologies gained in one area in a new area (within and/or across disciplines).
<b>Taking Risks</b>	Actively incorporates new directions or approaches to the assignment in the final product	Explores some new directions or approaches to the assignment	Stays strictly within the guidelines of the assignment	Does not meet the minimum requirements of the assignment
<b>Examining Contradictions</b>	Integrates alternate, divergent, or contradictory perspectives or ideas fully	Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way	Acknowledges alternate, divergent, or contradictory perspectives or ideas	Seems unaware of alternate, divergent or contradictory perspectives or ideas
<b>Innovative Thinking</b>	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries	Creates a novel or unique idea, question, format, or product	Reformulates a collection of available ideas	Simply repeats available ideas

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To be approved for inclusion in the KU Core curriculum, course applications must include a plan to develop evidence and evaluation of student learning, documenting that students have met the criteria associated with the learning outcome that students in your course will achieve. As an aid in meeting this expectation, the committees that developed the goals, learning outcomes, and criteria of the KU Core (the satellite and transition committees) also drafted sample rubrics to provide ideas for how to evaluate what your students have learned. These are examples and should not be considered the only way to assess student learning. You may choose to use these rubrics, or you may develop your own evaluative tools. In reviewing your application, the University Core Curriculum Committee will expect to see a description of the assessment mechanism you will use.